



**DELAINE EASTIN**  
State Superintendent of Public Instruction

CALIFORNIA  
DEPARTMENT  
OF  
EDUCATION

721 Capitol Mall

PO Box 944272

Sacramento, CA

94244-2720

September 11, 2000

**To:** Superintendents of School Districts Serving 4<sup>th</sup> through 8<sup>th</sup> Grade Students

**From:** Susan Lange, Deputy Superintendent  
Finance, Technology and Administration Branch

**Subject:** **2000-2001 Application for Education Technology Staff Development Program for Grades 4-8 (AB 1339, Knox, Chapter 844, Statutes of 1998)**

This letter and the enclosed application contain important information regarding a source of ongoing funding for education technology staff development for grades 4 through 8. The purpose of this program is to provide ongoing funding so that training in education technology can be integrated into all professional development. With the Digital High School Program and other education technology efforts, California is endeavoring to integrate the use of technology into its new standards-based curriculum. This cannot be accomplished, however, unless teachers and site administrators are trained to use the technology as part of this curriculum. This program is intended to help eligible schools and districts meet this important need.

This program is available to provide funding based on the number of 4<sup>th</sup> through 8<sup>th</sup> grade students in qualified schools. Each year, the per student funding level is determined by dividing the available funds by the number of 4<sup>th</sup> through 8<sup>th</sup> grade students in qualified schools. The law does require that this amount not exceed \$20 per student. In 2000-2001, approximately \$14.5 million is available for this program. If every 4<sup>th</sup> through 8<sup>th</sup> grader in the state attended schools that qualified for this program, the 2000-2001 funding level would provide slightly over six dollars per 4<sup>th</sup> through 8<sup>th</sup> grader. Based on 1999-2000 applications, actual per student funding in

2000-2001 is expected to be closer to the maximum \$20 per 4<sup>th</sup> through 8<sup>th</sup> grader at participating schools. The final per pupil amount will depend upon the number of students in schools meeting the program requirements. It is anticipated that qualified schools will receive notification of funding from this program in early 2001. **Schools that participated in the 1999-2000 funding must apply to receive 2000-2001 funding. New schools that now meet the program requirements can also apply.**

This program has basically three requirements that have not changed since the inception of the program. First, to ensure that this training will assist student learning as intended by the Legislature, each participating school must develop an action plan to integrate the use of technology into their ongoing professional development. Next, in order to ensure that teachers receiving the training will have an opportunity to put what they learn into practice, the program requires that sufficient instructional technology already exist in their classrooms. This requirement for sufficient instructional technology translates into two of the three program requirements. Therefore, the second program requirement is that each 4th through 8th grade core curriculum classroom has enough up-to-date computers that there are no more than ten students per each up-to-date computer in the classroom. Finally, the third requirement is that each 4th through 8th grade core curriculum classroom has Internet access.

To receive funding, **a school district governing board must certify** the following for **each participating school**:

- 1) Each 4<sup>th</sup> through 8<sup>th</sup> grade classroom in the participating school has Internet access and a sufficient number of up-to-date computers or other devices to provide Internet access for instructional purposes. (Note: Definitions of these key terms can be found on page 2 of the application. An "up-to-date computer" is a multimedia computer with access to a CD-ROM, internally or over a network, which has the capacity to access Web-based resources. A "sufficient number of computers for instructional purposes" in this program is one computer for every ten 4th through 8th grade students in the classroom, and all those computers must be in the 4th through 8th grade core curriculum classrooms, not a lab or the library. "Internet access" is a networked connection to the Internet either through (1) one computer in the classroom that is connected to a projection device or (2) all the computers in the classroom necessary to meet the definition of "sufficient number of computers for instructional purposes.")
- 2) Funds will be spent to train site administrators, instructional classified employees and certificated employees who provide direct instructional services in core curriculum to students in grades 4-8, in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction.
- 3) The training in education technology will meet or exceed the technology standards adopted by the Commission on Teacher Credentialing (CTC). (Note: A copy of the CTC education technology proficiency standards can be found on the CTC Web site at [www.ctc.ca.gov/default.html](http://www.ctc.ca.gov/default.html) under Reports On-line.)
- 4) Participating schools have developed an action plan for education technology professional development that integrates training in education technology with other ongoing staff development available from any state and federal funding source.

An application, including instructions and pertinent definitions, is included in this mailing. Please note that the application requires your school district governing board to certify at an open meeting that all the information contained in the application is true and correct. Additionally, the law requires that a school have an "action plan" for integrating education technology into its ongoing staff development in order to be eligible for this program. Developing such an "action plan" will take time and the collaboration of a number of staff people and, therefore, should commence immediately. Instructions regarding this "action plan" are included in the application instructions.

**Completed applications, certified by the school district governing board, must be received in the Education Technology Office of the California Department of Education no later than 5:00 p.m. on Friday, December 8, 2000, in order to ensure funding in the 2000-2001 school year. It is anticipated the schools and school districts will be notified of funding in early 2001.**

If you have any questions regarding this program, please contact Marcie Rodriquez (telephone number 916-323-5263/e-mail [mrodriqu@cde.ca.gov](mailto:mrodriqu@cde.ca.gov)) or Linda Sukauskas (telephone number 916-327-8647/e-mail [lsukausk@cde.ca.gov](mailto:lsukausk@cde.ca.gov)) in the Education Technology Office.

SL:ksj

Enclosure

cc: County Offices of Education  
School District Contacts for 1999-2000 Applicants  
California Technology Assistance Project (CTAP) Regional Leads  
California Professional Development Consortia Local Educational Agencies

**2000-2001**

**APPLICATION**

**EDUCATION TECHNOLOGY**

**STAFF DEVELOPMENT PROGRAM**

**FOR GRADES 4 THROUGH 8**

Completed application, certified by the school district governing board, must be received in the Education Technology Office of the California Department of Education no later than 5:00 p.m. on Friday, December 8, 2000.

## 2000-2001

# The Education Technology Staff Development Program for Grades 4 Through 8

### Technical Assistance

---

For assistance in completing this application, please contact Marcie Rodriguez (telephone number (916) 323-5263/e-mail mrodriqu@cde.ca.gov) or Linda Sukauskas (telephone number 916-327-8647/e-mail lsukausk@cde.ca.gov) in the Education Technology Office.

### Application Submission Information

---

The completed application, with original signatures, must be received by the Education Technology Office of the California Department of Education no later than 5:00 p.m. on Friday, December 8, 2000. Faxes will not be accepted.

Education Technology Staff Development Program  
Education Technology Office  
California Department of Education  
515 L Street, Suite 250  
Sacramento CA 95814

Please also remember to retain a copy of the completed application at the school district office to assist with future audits.

### Program Overview

---

It is the intent of the Legislature that "each school site administrator, appropriate instructional classified employee, and teacher of pupils in grades 4 to 8, inclusive, possess the knowledge and skills to effectively use education technology in the daily instruction of pupils and the recordkeeping needed to support that instruction." This Education Technology Staff Development Program strives to accomplish this by providing ongoing funding to integrate education technology into all professional development.

This program has basically three requirements that have not changed since the inception of the program. First, to ensure that this training will assist student learning as intended by the Legislature, each participating school must develop an action plan to integrate the use of technology into their ongoing professional development. Next, in order to ensure that teachers receiving the training will have an opportunity to put what they learn into practice, the program requires that sufficient instructional technology already exist in their classrooms. This requirement for sufficient instructional technology translates into two of the three program requirements. Therefore, the second program requirement is that each 4<sup>th</sup>-8<sup>th</sup> grade core curriculum classroom has enough up-to-date computers that there are no more than ten students per each up-to-date computer in the classroom. Finally, the third requirement is that each 4<sup>th</sup>-8<sup>th</sup> grade core curriculum classroom has Internet access.

Each year, the per student funding level is determined by dividing the available funds by the number of 4<sup>th</sup>-8<sup>th</sup> grade students in qualified schools. The law does require that this amount not exceed \$20 per student. In 2000-2001, approximately \$14.5 million is available for this program. If every 4<sup>th</sup> through 8<sup>th</sup> grader in the state attended schools that qualified for this program, the 2000-2001 funding level would provide slightly over six dollars per 4<sup>th</sup> through 8<sup>th</sup> grader. Based on 1999-2000 applications, actual per student funding in 2000-2001 is expected to be closer to the maximum \$20 per 4<sup>th</sup> through 8<sup>th</sup> grader at participating schools. The final per pupil amount will depend upon the number of students in schools meeting the program requirements. It is anticipated that qualified schools will receive notification of funding from this program in early 2001. **Schools that participated in the 1999-2000 funding must apply to receive 2000-2001 funding. New schools that now meet the program requirements can also apply.**

## **Application Process**

---

The enclosed application identifies the information required to determine if individual schools are eligible to receive this funding. The information on the application is to be reviewed and certified as correct by the local governing board at an open meeting. The governing board is not authorizing the submission of the application, rather the board is verifying that the information on the application is correct. Any and all corrections to the application must also be verified by the governing board at an open meeting.

While the application for this program is completed and submitted by the school district, the program is funded on a school site basis. In other words, individual school sites must meet the eligibility requirements and have a plan to expend the funds on staff development for their site administrator, 4<sup>th</sup>-8<sup>th</sup> grade teachers, and appropriate instructional classified employees for the same grade levels. The application is the means by which the district certifies to the state which of its schools meet the eligibility requirements for funding. It is not necessary for all schools serving 4<sup>th</sup>-8<sup>th</sup> grade students in the district to be eligible for any one school to participate. Only those individual schools that are eligible can participate in this program.

## **Glossary of Key Words**

---

The following key words are defined in Regulations (Title 5, California Code of Regulations, Division 1, Chapter 11, Special Programs, Subchapter 20, Education Technology Staff Development Program, Section 11970 Definitions) adopted by the State Board of Education on July 15, 1999.

- (a) "**Action plan**" as used in Education Code section 44731(d) means a written document that outlines how the use of education technology will be integrated into the curriculum through the incorporation of education technology into any professional development. This plan should explain how education technology will be successfully included in existing professional development programs such as, the Instructional Time and Staff Development Reform Program, the Beginning Teacher Support and Assessment Program; the Mentor Teacher Program; the Bilingual Teacher Training Program; Inter-segmental Staff Development; Demonstration Programs in Intensive Instruction; Teacher Instructional Training in Math; Reading Instruction Training in Grades 4-12; Special Education; Administrator Training; and National Board Certification.

While each participating school must have an action plan for its grades 4 through 8 teachers and staff, the action plan may be developed at the school district level if that is how staff development program decisions have been made historically in the school district.

- (b) "**Classroom**" as used in Education Code section 44731(a) means a room in which students in grades 4 through 8 receive core curriculum instruction for some or all of the school day. Core curriculum instruction includes language arts, math, science, and history. Excluded from this definition of classroom are libraries, computer labs, multi-purpose rooms and gymnasiums.
- (c) "**Internet access**" as used in Education Code section 44731(a) means a networked connection to the Internet either through (1) one computer in the classroom that is also connected to an LCD panel, television, or other device that allows it to be viewed by the entire class or (2) all the computers in the classroom necessary to meet the definition of "sufficient number of computers in the classroom." The number of classrooms with Internet access is determined on the date the local governing board certifies the application; however, connections to be completed under an E-Rate funding commitment letter by the end of the State fiscal year in which the application for this program is made may also be counted.
- (d) "**Sufficient number of computers**" as used in Education Code section 44731(a) means one computer per ten students in the classroom. The number of computers per classroom is determined on the date the local governing board certifies the application.
- (e) "**Up-to-date computers**" as used in Education Code section 44731(a) means multimedia computers with access to a CD-ROM, internally or over a network, that have the capacity to access Web-based resources.

## **The Action Plan**

---

The Education Technology Staff Development Program requires that participating schools develop "action plans" that provide for a program of in-service training in education technology for their school site administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. This plan shall integrate the training in education technology with other staff development programs such as the Instructional Time and Staff Development Reform Program (SB1193), the Beginning Teacher Support and Assessment Program; the Mentor Teacher Program; the Bilingual Teacher Training Program; Intersegmental Staff Development; Demonstration Programs in Intensive Instruction; Teacher Instructional Training in Math; Reading Instruction Training in Grades 4-12; Special Education; Administrator Training; and National Board Certification.

### What is the Action Plan?

The action plan should be an outline of how education technology training will be incorporated into the other professional development efforts for at least the next twelve months. Ideally, the action plan should not be limited to one year, but should identify the current level of education technology competency among the staff and lay out a plan over the next few years which will allow the teachers, site administrators, and appropriate classified employees to meet or exceed the Commission on Teacher Credentialing (CTC) Education Technology Standards for obtaining teaching credentials. (See What Must the Action Plan Include? below for more information on the CTC technology standards.)

A suggested method for assessing staff technology proficiency is the California Technology Assistance Project Technology Assessment Profile (CTAP<sup>2</sup>) web tool. CTAP<sup>2</sup> is a free, on-line, self-assessment tool that allows educators to determine their level of technology proficiency (Introductory, Intermediate, or Proficient). The self-assessment is based upon rubrics established in each area of technology competency and aligned with the California Commission on Teacher Credentialing (CTC) "Factors to Consider", which are the technology standards for a California K-12 teaching credential. Based on the results of the assessment, educators can view and select the courses that will advance their proficiency level. CTAP<sup>2</sup> can be found at [www.iassessment.com/CTAP](http://www.iassessment.com/CTAP). By mid-October 2000, this web site will also include a "How To Use This Web site Guide" which will include instructions on how to aggregate individual teacher assessments by school and by school district.

The action plan must be in writing, but it need not be a separate document. If your school or district has a comprehensive staff development plan, that document should be amended to include education technology training to meet the requirements of this program. Likewise, while the law requires every participating school to have this action plan, the school's plan can be part of a school district document or a school site document, whichever is most compatible with the participating school's method for professional development planning and decision making.

If your school or district has a technology plan, that plan may already include a staff development component that could serve as the action plan if it integrates education technology staff development with the other staff development offered. Even if the technology plan's staff development component does not integrate technology staff development with the other staff development offered, it is a good starting place and any action plan developed should be compatible with the technology plan.

### Who Should Write the Action Plan?

It is recommended that the plan be developed by (1) school site and district staff responsible for professional development, (2) representatives of teachers, classified employees and the site administrator who will receive

the training, (3) experts in educational technology, (4) experts in standards-based curriculum and (5) parents, as required by Education Code section 44731(d)(3).

#### What Must the Action Plan Include?

The action plan should contain a plan for high quality professional development that provides school site administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8 with what they need to know in order to use education technology to support daily instruction and the recordkeeping necessary to support that instruction. The Commission on Teacher Credentialing (CTC), in adopting Education Technology Standards pursuant to Education Code section 44259, has identified the factors to be considered when determining if a teacher training program provides the instruction necessary to meet their adopted education technology standards. As this program requires that the in-service training provided meet or exceed the CTC proficiency standards, using the factors found on pages 12-14 of the CTC report to develop the school action plan would seem a necessity. A copy of this report can be found on the CTC Web site at [www.ctc.ca.gov/default.html](http://www.ctc.ca.gov/default.html) under Reports On-line. As further assistance, an outline of the elements of a high quality professional development program is also included as Appendix A. These elements should be considered when incorporating educational technology staff development into ongoing professional development. Finally, remember to review any school or school district technology plans to ensure that the action plan under this program and the technology plan are compatible.

The more detailed the action plan is, the more likely it is to be successful. The action plan should state the focus of the education technology staff development, how the focus will be accomplished in conjunction with other staff development, and the timeline for the training. The action plan should identify who will be trained and how the goal can be accomplished within the timeline. It should also include a budget identifying how these program funds will be used to accomplish the action plan.

**Example:** In the first year we will concentrate on utilizing education technology to improve 7<sup>th</sup> and 8<sup>th</sup> grade research skills. All seventh and eighth grade teachers will receive training on developing lesson plans utilizing technology that provide students with practice researching topics on the Internet. Training on the Internet, conducting Internet searches, and creating Internet projects aligned with the State Board of Education adopted standards will be included in our once a month science in-service on the new standards-based curriculum.

#### Where Can We Get Help to Develop Our Action Plan?

There are people who can help you in the development of your action plan. Your school district and/or county office of education have people knowledgeable in education technology and standards-based curriculum. There are also regional resources, such as the California Technology Assistance Project (see Appendix B for a listing of contacts or the CTAP Web site at <http://www.ctap.k12.ca.us>) and the California Professional Development Consortia (see Appendix C for a listing of contacts or the PDC Web site at <http://cpdc.k12.ca.us>).

Currently, institutions of higher education are gearing up to provide the instruction required by the CTC adopted Education Technology Standards of Program Quality and Effectiveness. As a result, your local institution of higher education may be a resource for defining, and even providing, the integrated professional development required under this program.



## Frequently Asked Questions

---

### Qualifying to Participate

1) *Can certain classrooms or grade levels at a school qualify for funding even if all the 4<sup>th</sup>-8<sup>th</sup> grade classes at that site do not have the required Internet Access and number of up-to-date computers?*

Answer: No

2) *If a school will be getting the Internet access or computers to qualify for this program in the 2000-2001 school year, but after the December 8, 2000, due date, can they still qualify?*

Answer: No. The one exception is if the school has an E-Rate commitment letter and will install the Internet access by June 30, 2001. In that case, regulations allow the school to count that Internet access to qualify.

3) *Can computers in a central pod connected to multiple classrooms be counted as computers in the classroom?*

Answer: If the computers are accessible to the students in the classrooms on an as needed basis (students do not need to sign-up in advance or wait for a scheduled time to use the computers), they can be counted as computers in the classroom. In calculating the ten students to one computer ratio, be careful not to count such computers twice. For example if three classrooms of thirty students each share the computers in the central pod, then a total of nine computers would need to be in the three classrooms and central pod in order to meet the ten-to-one ratio.

4) *Will using multiple computer monitors connected to a single up-to-date computer, directly connected to the Internet qualify under the definition of "Internet access?"*

Answer: Yes, a device such as a High-Resolution Video Splitter connected to several monitors so the entire class can view qualifies under the definition of "Internet access." Remember, however, that the number of up-to-date computers in the classroom must still be enough to have no fewer than one up-to-date computer for each 10 students.

### Application Procedures

5) *Do schools which received funding in 1999-2000 under round one or round two of this program need to reapply to continue to receive funding?*

Answer: Yes. While this program does provide ongoing money for staff development, schools must apply and qualify each year to continue to receive funding.

6) *Can schools that did not qualify in 1999-2000 but meet the requirements in 2000-2001 apply?*

Answer: Yes

7) *Can schools apply directly, or must they go through the school district?*

Answer: Since the governing board must certify that the application is correct, the application must go to the district office where it will be combined with applications from the other schools, certified by the governing board and submitted to the California Department of Education.

8) *Are charter schools funded under the charter schools funding model block grant eligible to participate in this Education Technology Staff Development program?*

Answer: No. The funding for this program is included in the computation of the charter schools categorical block grant; therefore, charter schools funded under the charter schools funding model block grant are not eligible to participate in this program, either directly or through their chartering school district's application.

However, charter schools (numbered prior to July 1, 1999) which have not yet opted to participate in the block grant funding model may apply for this program through their chartering school district. These charter schools should be counted in the "Number of Schools Included in This Application" on Form ETSD 00-1, and a completed Form ETSD 00-1a should be included for each of these charter schools.

### **Allowable Expenditures Under This Program**

#### *9) What are allowable expenditures for these funds?*

*Answer:* This program provides funds to include training in the use of education technology in existing staff development so that education technology can be utilized by 4<sup>th</sup>-8<sup>th</sup> grade teachers, school site administrators, and appropriate instructional classified employees to improve teaching and learning. Each school that receives funding from this program has an "Action Plan", individually or through the district, dictating how education technology will be included in the ongoing staff development program. These program funds are provided to implement that "Action Plan" and cannot be used for any other purpose. The funds must be utilized to benefit the 4<sup>th</sup>-8<sup>th</sup> grade teachers, school site administrators, and appropriate instructional classified employees at the schools that qualified for the funds.

Additionally, the legislation establishing this program specified that the staff development provided by this program "not exist primarily as stand-alone education technology classes", but rather be "integrated into the regular ongoing professional development program."

#### *10) Can these funds be used to send teachers to conferences?*

*Answer:* While the law does not prohibit such an expenditure, be sure that such an activity and expenditure supports the overall action plan and professional development program for the 4<sup>th</sup> through 8<sup>th</sup> grade teachers at the school. It should be noted that successful professional development is long-term, ongoing and embedded in the activities at the workplace (see Appendix A). Typically attendance at conferences do not provide these type of experiences and, therefore, should not be paid for from this program.

#### *11) Can these funds be used to purchase hardware and equipment necessary to train the teachers?*

*Answer:* Possibly, but only if the hardware and equipment is necessary to conduct the staff development program for the 4<sup>th</sup> through 8<sup>th</sup> grade teachers at the qualifying schools. It would, however, not be appropriate to buy software for every classroom. Purchasing software for each classroom is more appropriately an instructional materials expense than a staff development expense.

#### *12) Can these funds be used to hire a technology coordinator who will be utilized to train teachers?*

*Answer:* While the law does not prohibit such an expenditure, any staff hired with these funds must spend all their time on activities which support the overall action plan and professional development program for the 4<sup>th</sup> through 8<sup>th</sup> grade teachers at the qualified school(s). Such staff must not work on other professional development, coordination of technology issues for the school or district, or provide technical and maintenance support for the technology hardware and infrastructure. Additionally, since the legislation establishing this program specified that the staff development provided by this program "not exist primarily as stand-alone education technology classes", but rather be "integrated into the regular ongoing professional development program", this staff person cannot not be limited to technology training, but instead must be able to assist in the integration of technology into the other professional development classes offered.

#### *13) Can indirect costs be charged against this program?*

*Answer:* The law does not prohibit the charging of indirect costs against this program. If indirect costs are charged, they cannot exceed the rate annually approved by the state.

## **Application Instructions**

---

### Page Ten--Local Governing Board Certification of Individual School Eligibility (Certification Form ETSD 00-1)

This program relies on local school district governing boards reviewing and certifying that individual schools in the district meet the program requirements and qualify for funding. Therefore, the **governing board is not merely authorizing the staff to submit the application, but rather is reviewing the application for completeness and correctness.** Because the governing board's role is to review the information on the application, their **certification must be made in an open meeting and not as a consent item.** Additionally, **any corrections to the application must also be certified by the local governing board.**

The Certifications (a)-(d) on page eight are the program requirements. To fully understand the program requirements, please see the definitions on page two of this application packet. The governing board must determine that each school listed in the application meets each and every requirement. The governing board can do this by determining that the Qualified Schools Form ETSD 00-1a on page 9 of this application has been completed accurately for each school. There must be one "Schools Eligible For and Participating in the 2000-2001 Education Technology Staff Development Program" (Qualified Schools Form ETSD 00-1a found on page 11) submitted for each participating school.

Records of the board meeting and the information relied on by the board in order to approve the certifications should be maintained to assist in future audits of this program.

### Page Eleven--Schools Qualified For and Participating in the 2000-2001 Education Technology Staff Development Program (Qualified Schools Form ETSD 00-1a)

To qualify for this funding each school must have (1) a staff development "action plan", (2) Internet access in each 4<sup>th</sup>-8<sup>th</sup> grade core classroom, and (3) a sufficient number of up-to-date computers in each 4<sup>th</sup>-8<sup>th</sup> grade core classroom. The information on this form will validate that the listed school has sufficient technology to qualify for this program and for the teacher, site administrators and classified employees to use once trained. The local governing board must review this information and certify the information as correct. The California Department of Education will also review the information for consistency and may ask for additional information if discrepancies arise.

This form must be completed for each school in order for the school to be eligible for funding under this program. The completed form for each school should be attached to the Local Governing Board Certification and submitted to the Education Technology Office in the California Department of Education. The number of forms attached should coincide with the "Number of Schools Included in This Application" indicated at the top of the Local Governing Board Certification, Form ETSD 00-1.

It is important to remember, that for the purposes of this application, a classroom is a room in which students in grades 4 through 8 receive core curriculum instruction for some or all of the school day. Core curriculum instruction includes language arts, math, science and history. Excluded from this definition of classroom are libraries, computer labs, multi-purpose rooms and gymnasiums. Please refer back to the definitions provided on page two for other definitions necessary to properly complete this form.

**Action Plan Section:** While the integrated staff development "action plan" must be developed prior to submitting the application to the California Department of Education (CDE), the written plan itself does not need to be sent to CDE. The "action plan" is developed locally in order to determine how best to integrate education technology training with the other professional development. It is also the blueprint for how the program funds will be expended and, therefore, will be used when the program is audited.

To complete this section of the form, identify the title and location of the plan and the names and titles of the people who helped develop the plan. Provide this information on lines 9-11 of the form.

**Internet Access and Sufficient Technology Section:** To qualify for this funding, each 4<sup>th</sup>-8<sup>th</sup> grade core classroom must have access to the Internet (Section A) **and** a sufficient number of up-to-date computers (Section B).

Classrooms can qualify as having Internet access in one of three ways. Those three ways are listed in "A. *Classrooms with Internet Access*" in this section. Please list the number of 4<sup>th</sup>-8<sup>th</sup> grade core classrooms that fit the descriptions in lines 1-3. Classrooms that are counted on line 3 must meet the requirements of lines 1 or 2, the only difference is that those counted on lines 1 and 2 already have the Internet connection in place and the classrooms counted on line 3 have an E-Rate commitment letter and will have the Internet connection in place by June 30, 2001. **If a classroom fits the description on more than one line, please count it on the first line where it matches the description.** On the fourth line please total the above three lines. Please remember, **Line 4 must be completed.** Finally, compare the total on Line 12A4 with the total number of 4<sup>th</sup> through 8<sup>th</sup> grade core classrooms on Line 6 at the top of the page. If these numbers are not equal, the school does not qualify for this program.

Applicants should also note that the information on the number of classrooms with access to the Internet through at least one computer is collected for public school districts by CBEDS. Data submitted for this application regarding Internet access will be compared with the fall 2000 data submitted for CBEDS. As this comparison will occur after school districts have already received funding, any funded applicants whose application data does not substantially align with the data reported for fall 2000 CBEDS may be contacted by Department of Education staff and be subject to audit.

Each 4<sup>th</sup>-8<sup>th</sup> grade core classroom must also have a sufficient number of up-to-date computers. In order to complete "B. *Classrooms with Sufficient Number of Up-to-date Computers*", you must determine the number of classrooms with at least one up-to-date computer for every ten students by physically counting the number of computers and the number of students in each core classroom. The number of students in the classroom must then be divided by the number of up-to-date computers in the classroom. If more than one class of students uses the classroom during the day, calculate the number of students per up-to-date computers based on the average class size in that classroom during the day.

**For example**, if there are 30 students and three computers in the classroom, then 30 divided by three results in 10 students per computer. If there are three computers for a classroom of 25 students, then the 8.3 students per computer would allow that classroom to be included under Line 12B. If, however, there are 25 students and two computers in the classroom, then there are 12.5 students per computer and that classroom should **not** be included in the count under Line 12B, and the school would be ineligible for this program. To avoid being ineligible for the entire program because of one classroom, the school or school district could move a computer from a lab into the classroom, or purchase a computer to place in the classroom to provide the sufficient number to qualify.

Finally, compare the number on Line 12B with the total number of 4<sup>th</sup> through 8<sup>th</sup> grade core classrooms on Line 6 at the top of the page. If these numbers are not equal, the school does not qualify for this program.

For Multi-Track Year Round Schools and/or Schools With Departmentalized Instruction Section: Please provide the information requested on Lines 13A and/or 13B, if applicable, to the best of your ability. Middle schools will almost always need to complete Line 13 B for the "highest number of 4<sup>th</sup>-8<sup>th</sup> grade students who are in core classrooms at any one time". To calculate the "highest number of 4<sup>th</sup>-8<sup>th</sup> grade students who are in core classrooms at any one time during the day", look at the class schedule by period and determine which period during the day has the most core classes (math, science, social studies and language art classes). After the period with the greatest number of students in core classes is determined, count the number of students in those core classes and enter this calculation on Line 13B on Form ETSD 00-1a.

The information on Lines 13 A and 13B will be used by the California Department of Education to determine if any additional information will be required before this particular school can be funded.

**Please review the completed application carefully to ensure that all necessary information is provided and all blanks are completed. Incorrect or incomplete information will have to be recertified by the local governing board before the application submitted to CDE will be corrected. A second recertification could cause the application to be disqualified for missing the deadline.**

## The Education Technology Staff Development Program for Grades 4 Through 8 2000-2001 Application

**Must be Received By the California Department of Education no later than December 8, 2000**

**Purpose:** On this page, a Local School District Governing Board certifies that individual schools in their district are qualified to participate in the Education Technology Staff Development Program for the 2000-2001 fiscal year.

**Please read preceeding instructions  
prior to completing this application**

County and District Code: \_\_\_\_ -- \_\_\_\_ -- \_\_\_\_

Number of Schools Included in This Application \_\_\_\_

County: \_\_\_\_\_

District: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ Ext. \_\_\_\_\_

FAX: (\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

### **Certifications**

As a condition for applying for and receiving Education Technology Staff Development Program funds (Chapter 844, Statutes of 1998), the Governing Board of the above named school district certifies that the following statements are true and accurate, as evidenced by a Board Resolution or an entry in the Board meeting minutes:

- Every classroom serving grades 4 through 8 in the participating schools listed on the attached pages (Form ETSD 00-1a) has Internet access **and** a sufficient number of up-to-date computers or other devices to provide Internet access for instructional purposes, as defined in Section 11970 of Title 5, California Code of Regulations (included on page 2 of application).
- Participating schools listed on the attached pages (Qualified Schools Form ETSD 00-1a) have developed an action plan for education technology professional development for appropriate teachers and staff that integrates training in education technology with other ongoing staff development enumerated in Education Code section 44731.
- The training in education technology included in the above action plan for the appropriate teachers and staff at the participating schools listed on the attached pages (Qualified Schools Form ETSD 00-1a) will meet or exceed the proficiency standards adopted by the Commission of Teacher Credentialing (CTC) pursuant to Education Code section 44259.
- Funds from this program will be spent to train site administrators, instructional classified employees and certificated employees who provide direct instructional services to students in grades 4 through 8 in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction at the participating schools listed on the attached pages (Qualified Schools Form ETSD 00-1a).

### **Signature**

To the best of my knowledge and belief, the information in this application is true and correct and is in compliance with state law and administrative provisions of the California Department of Education. The Governing Board of the above named school district examined this application at an open board meeting on \_\_\_\_\_ (please insert date) and has certified that the above statements are correct. Additionally, the governing board has authorized me to sign this certification and application on its behalf.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**Schools Qualified For and Participating in the  
2000-2001 Education Technology Staff Development Program**  
(Complete this page for each eligible school and attach a complete set to the governing board certification)

- 1) Name of School District: \_\_\_\_\_ 2) Name of School \_\_\_\_\_
- 3) 14 Digit CDS Code \_\_\_\_\_ 3A) Charter School? \_\_\_\_ YES \_\_\_\_ NO 4) Grades Served \_\_\_\_\_
- 5) Total Number of 4<sup>th</sup>-8<sup>th</sup> grade students \_\_\_\_\_ 6) Number of 4<sup>th</sup>-8<sup>th</sup> grade core classrooms \_\_\_\_\_
- 7) Total number of up-to-date computers in 4<sup>th</sup> through 8<sup>th</sup> grade core classrooms \_\_\_\_\_
- 8) Contact Person: Name & Title \_\_\_\_\_ Telephone Number \_\_\_\_\_

**Action Plan**

- 9) Title of Action Plan: \_\_\_\_\_
- 10) Location of Action Plan: \_\_\_\_\_

11) List of Names and Titles of Persons Who Developed Action Plan (attach sheet with additional names and titles if necessary):

<u>Name</u>	<u>Title</u>
_____	_____
_____	_____
_____	_____

**12) Internet Access and Sufficient Technology**

**A. Classrooms with Internet Access**

*See page 2 of the application for a definition of classroom and internet access. Do not list one classroom more than once; if a classroom fits under more than one category, count that classroom in the first appropriate category.*

- \_\_\_\_\_ Line 1. The number of 4<sup>th</sup> – 8<sup>th</sup> grade core classrooms with access to the Internet through all the up-to-date computers included in the count to reach the ten students to one computer ratio
- \_\_\_\_\_ Line 2. The number of 4<sup>th</sup> – 8<sup>th</sup> grade core classrooms not included above with access to the Internet through one computer that has a projection device
- \_\_\_\_\_ Line 3. The number of 4<sup>th</sup> – 8<sup>th</sup> grade core classrooms not included above for which an E-rate funding commitment letter has been received that will result in the necessary connectivity by June 30, 2001.
- \_\_\_\_\_ Line 4. Total of Lines 1-3 (Compare this number with the total number of 4<sup>th</sup> through 8<sup>th</sup> grade core classrooms on Line 6 at the top of the page. If these numbers are not equal, the school does not qualify for this program.)

**B. Classrooms With Sufficient Number of Up-to-date Computers**

- \_\_\_\_\_ Line 1. The number of 4<sup>th</sup> – 8<sup>th</sup> grade core classrooms that have at least one up-to-date computer for every 10 students in the classroom. (Compare this number with the total number of 4<sup>th</sup> through 8<sup>th</sup> grade core classrooms on Line 6 at the top of the page. If these numbers are not equal, the school does not qualify for this program.)

**13) For multi-track year round schools and/or schools with departmentalized instruction:**

- \_\_\_\_\_ A) If this is a year-round multi-track school, indicate the highest number of 4<sup>th</sup>-8<sup>th</sup> grade students who are on track at any one time during the year. (Leave blank if this does not apply.)
- \_\_\_\_\_ B) If departmentalized instruction occurs at this school, indicate the highest number of 4<sup>th</sup>-8<sup>th</sup> grade students who are in core classrooms at any one time during the day. (Leave blank if this does not apply. Most middle schools will need to complete this line.)

**ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT**  
*Developed by the California Professional Development Consortia--October 1996*

**IS FOCUSED** on conditions for improving student learning with attention to developing curriculum and designing instruction compatible with current research, state frameworks, and content and performance standards.

**ENCOURAGES EDUCATORS** to participate in the planning of their own professional learning.

**USES DATA** to inform teaching and learning decisions.

**IS RELATED** to identified classroom, school, and district goals.

**PROMOTES LONG-TERM**, in-depth, sustained learning activities that include a variety of strategies to help educators apply what they've learned.

**PROVIDES OPPORTUNITIES** for giving and receiving feedback. Examples include: analysis of portfolios, examination of student work, membership in peer support groups, learning from videotaped and audiotaped lessons, self critique, participation in peer coaching and helping trios, keeping anecdotal records and journals.

**ALLOCATES TIME** for educators to reflect, analyze, and refine their own professional practice.

**PROVIDES OPPORTUNITIES** for school and district staff and other stakeholders to adapt strategies to diverse classroom needs.

**ENCOURAGES EDUCATORS** to develop collaborative relationships and a safe learning environment that promotes and sustains continuous improvement of professional practice.

**RECOGNIZES** that educators learn in a variety of ways.

**IS EMBEDDED** in the workplace so it is more closely related to educators' work experiences.

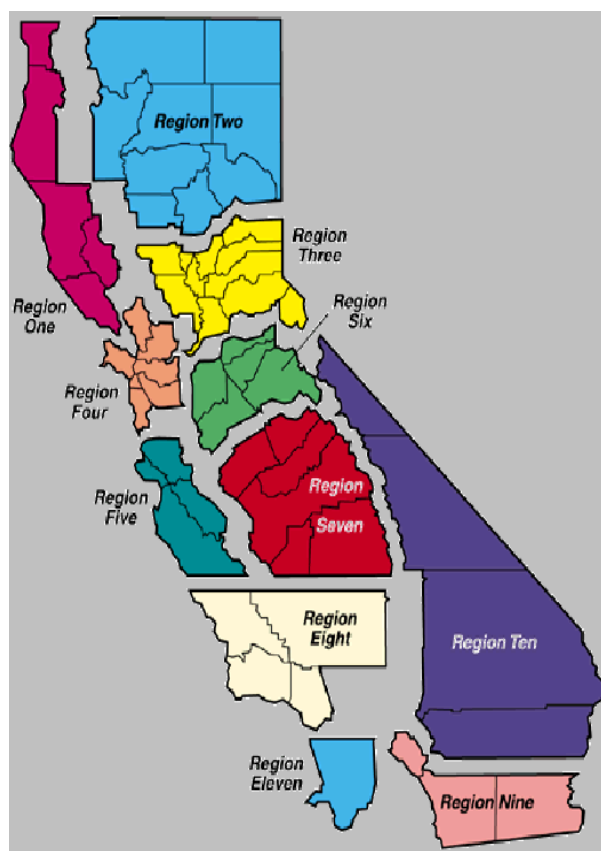
**IS ACCESSIBLE** to teachers of all levels and groups of students.

**OFFERS OPPORTUNITIES** for leadership development.

**REQUIRES KEY ADMINISTRATIVE PARTICIPATION**, support, and follow up.

**USES STANDARDS** and monitors progress in order to improve the impact of professional development.





## Counties by Region

**Region 1:** Del Norte, Humboldt, Lake, Mendocino, Sonoma

**Region 2:** Butte, Glen, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity

**Region 3:** Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba

**Region 4:** Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano

**Region 5:** Monterey, San Benito, Santa Clara, Santa Cruz

**Region 6:** Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne

**Region 7:** Fresno, Kings, Madera, Mariposa, Merced, Tulare

**Region 8:** Kern, San Luis Obispo, Santa Barbara, Ventura

**Region 9:** Imperial, Orange, San Diego

**Region 10:** Inyo, Mono, Riverside, San Bernardino

**Region 11:** Los Angeles

**CALIFORNIA TECHNOLOGY ASSISTANCE PROJECT  
(CTAP) DIRECTORS**

<p style="text-align: center;"><b><u>Region 1</u></b></p> <p>Barbara Starr Mendocino County Office of Education 2240 Eastside Road Ukiah, CA 95482 Phone: 707-467-5070 Fax: 707-468-5781 bstarr@mcoe.k12.ca.us</p>	<p style="text-align: center;"><b><u>Region 2</u></b></p> <p>Tim McClure Butte County Office of Education 5 County Center Drive Oroville, CA 95965 Phone: 530-538-6358 Fax: 530-538-7846 tmclure@edison.bcoe.butte.k12.ca.us</p>
<p style="text-align: center;"><b><u>Region 3</u></b></p> <p>Barbara M. Ross Sacramento County Office of Education 9738 Lincoln Village Drive Sacramento, Ca 95827 Phone: 916-228-2648 Fax: 916-228-2360 bross@sac-co.k12.ca.us</p>	<p style="text-align: center;"><b><u>Region 4</u></b></p> <p>Bonnie Marks Alameda County Office of Education 313 West Winton Avenue Hayward, CA 94544-1198 Phone: 510-670-4162 Fax: 510-670-4161 bmarks@telis.org</p>
<p style="text-align: center;"><b><u>Region 5</u></b></p> <p>Jan Half Santa Clara County Office of Education 1290 Ridder Park Dr., MC#204 San Jose, CA 95131-2398 Phone: 408-453-6520 Fax: 408-453-6888 jan_half@ctap5.k12.ca.us</p>	<p style="text-align: center;"><b><u>Region 6</u></b></p> <p>Marianne Pack Stanislaus County Office of Education 801 County Center III Court Modesto, CA 95355 Phone: 209-525-5135 Fax: 209-525-4997 mpack@stan-co.k12.ca.us</p>
<p style="text-align: center;"><b><u>Region 7</u></b></p> <p>Ellis Vance Fresno County Office of Education 1111 Van Ness Avenue Fresno, CA 93721-2000 Phone: 559-265-3089 Fax: 559-237-3012 evance@fcoe.k12.ca.us</p>	<p style="text-align: center;"><b><u>Region 8</u></b></p> <p>Gary Schonfeldt San Luis Obispo County Office of Ed. PO Box 8105 San Luis Obispo, CA 93403-8105 Phone: 805-782-7270 Fax: 805-549-0739 jgschon@main.slocs.k12.ca.us</p>
<p style="text-align: center;"><b><u>Region 9</u></b></p> <p>Harry Bloom San Diego County Supt. of Schools 6401 Linda Vista Rd., MS 206 San Diego, CA 92111-7399 Phone: 619-292-3782 Fax: 619-467-1549 hbloom@sdcoe.k12.ca.us</p>	<p style="text-align: center;"><b><u>Region 10</u></b></p> <p>Bill Robinson San Bernardino County Supt. of Schools 601 North E Street San Bernardino, CA 92410-3093 Phone: 909-387-4079 Fax: 909-387-4302 bill_robinson@rims.k12.ca.us</p>
<p style="text-align: center;"><b><u>Region 11</u></b></p> <p>James S. Lanich Los Angeles County Office of Education 9300 Imperial Highway #125 Downey, CA 90242 Phone 562-922-6639 Fax: 562-803-1885 Lanich_Jim@laoe.edu</p>	

Rev. 07/31/00

**CALIFORNIA PROFESSIONAL DEVELOPMENT CONSORTIA**  
(SB 1882, Article 2)

1. **North Coast Professional Development Consortium**

LEA: Sonoma County Office of Education  
5340 Skylane Blvd.  
Santa Rosa, CA 95403-8246  
Director: Barbara Powell Phone: (707) 524-2827 [bpowell@scoe.org](mailto:bpowell@scoe.org)

*Includes counties of Del Norte, Humboldt, Lake, Mendocino, and Sonoma*

2. **North State Professional Development Consortium**

LEA: Tehama County Department of Education  
1135 Lincoln Street  
P.O. Box 689  
Red Bluff, CA 96080-3198  
Director: Marsha Wainio Phone: (530) 527-5811x376 [mwainio@tcde.tehama.k12.ca.us](mailto:mwainio@tcde.tehama.k12.ca.us)  
*Includes counties of Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity*

3. **Capital Region Professional Development Consortium**

LEA: Sacramento County Office of Education  
9738 Lincoln Village Drive  
Sacramento, CA 95827-3399  
Director: Darby Williams Phone: (916) 228-2664 [dwilliam@sac-co.k12.ca.us](mailto:dwilliam@sac-co.k12.ca.us)  
*Includes counties of Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and, Yuba*

4. **Bay Region IV Professional Development Consortium**

LEA: San Mateo County Office of Education  
101 Twin Dolphin Drive  
Redwood City, CA 94065-1064  
Director: Alexa Hauser Phone: (650) 802-5345 [alexahhh@aol.com](mailto:alexahhh@aol.com)  
*Includes counties of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano*

5. **Central Coast Consortium for Professional Development**

LEA: Santa Cruz County Office of Education  
809 Bay Avenue, Suite H  
Capitola, CA 95010-2199  
Director: Liz Merriam Phone: (831) 477-5482 [liz@santacruz.k12.ca.us](mailto:liz@santacruz.k12.ca.us)  
*Includes counties of Monterey, San Benito, Santa Clara, and Santa Cruz*

**6. Delta Sierra Professional Development Consortium**

LEA: San Joaquin County Office of Education  
2901 Arch-Airport Road  
P.O. Box 213030  
Stockton, CA 95213-9030

Director: Ellen Hancock Phone: (209) 468-4967 ehancock@sjcoe.net

*Includes counties of Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne*

**7. Central Valley Regional Professional Development Consortium**

LEA: Kings County Office of Education  
Government Center  
1144 West Lacey Blvd.  
Hanford, CA 93230-4334

Director: Suzanne Monroe Phone: (559) 584-1441, Ext.2956 smonroe@kings.k12.ca.us

*Includes counties of Fresno, Kings, Madera, Mariposa, Merced, and Tulare*

**8. Costa Del Sur Region 8 Professional Development Consortium**

LEA: Kern County Superintendent of Schools  
1300 17<sup>th</sup> Street, City Centre  
Bakersfield, CA 93301-4533

Ron Fontaine Phone: (661) 636-4529 rofontaine@fc.kern.org

*Includes counties of Kern, San Luis Obispo, Santa Barbara, and Ventura*

**9. Professional Development Center: Southern Consortium**

LEA: San Diego County Office of Education  
6401 Linda Vista Road  
San Diego, CA 92111-7399

Director: Joanne Wall Phone: (858) 569-5321 jwall@sdcoe.k12.ca.us

Coordinator: Judith Ibarra-Villegas Phone: (760) 312-6445

Imperial County Office of Education  
1398 Sperber Road  
El Centro, CA 92243-9699

jibarra@icoe.k12.ca.us

Coordinator: Sandie Jacobs Phone (714) 966-4043

Orange County Office of Education  
200 Kalmus Drive, P.O. Box 9050  
Costa Mesa, CA 92628-9050

Sandie\_Jacobs@ocde.K12.ca.us

*Includes counties of Imperial, Orange, and San Diego*

**10. RIMS Professional Development Consortium**

LEA: San Bernardino County Office of Education  
601 North E Street  
San Bernardino, CA 92410-3093

Director: Beth Higbee Phone: (909) 387-3813 beth\_higbee@sbcss.k12.ca.us

*Includes counties of Riverside, Inyo, Mono, and San Bernardino*

11. **Los Angeles Area Professional Development Consortia**

LEA: Los Angeles County Office of Education  
9300 E. Imperial Highway  
Downey, CA 90242-2890

Director Raynette Sanchez  
*Includes Los Angeles County*

Phone: (562) 922-6404

Sanchez\_Raynette@laoe.edu